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ABSTRACT

A practicum was conducted to determine the effectiveness of parental reinforcement at home of the reading skills taught at school. Parents of first grade Chapter 1 students, participated for a 10-week period with the first week devoted to training parents to use the materials and the paired-reading concept. Scores on the reading assessment test used as a pre- and posttest, indicated an increase of at least 2 reading levels for 92.3% of the targeted group, exceeding the anticipated goal of 80%. A student survey was administered at the beginning and the end of the practicum. Results indicated an increase of 25.2% in the targeted group's interest in reading, which did not meet the original goal of 30% increase. A survey was also administered to parents at the beginning and end of the practicum to determine parents' change in attitude and involvement. A 15% increase was expected and the actual change was 9.2%. Results of the practicum as a whole indicated that students who were assisted by their parents improved their reading skills sufficiently to meet pupil progression standards. (Fourteen references are attached. Appendixes include: Chapter 1 Eligibility list; Assessment Test Scores evaluation charts; Family Background Survey; Student Survey Results; Family Change Information; Assessment Test Skills evaluation charts; Student Survey; Parent Interest Survey Results; Parent Contract; Parent Letter; Gameboard; Activity Calendars; Daily Report Forms; Pre and Post Assessment Test Comparison; Pre and Post Student Survey Comparison; Pre and Post Parent Attitude Survey Comparison.) (MG)

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# A MANAGEMENT SYSTEM FOR PARENTAL REINFORCEMENT OF READING SKILLS FOR FIRST GRADE CHAPTER I STUDENTS

by

KAREN R. KROEGER

A Practicum Report
submitted to the faculty of the Center for the
Advancement of Education of Nova University in
partial fulfillment of the requirements for the degree
of Master of Science

The abstract of this report may be placed in a national database system for reference.

February 1989

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I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Signed Karen R. Kroeger

## Abstract

A Management System For Parental Reinforcement of Reading Skills For First Grade Chapter I Students. Kroeger, Karen R., 1989: Practicum Report, Nova University, The Center for the Advancement of Education.
Descriptors: Reading Vocabulary for Primary Education/ Parent Involvement/Chapter I Self-Contained Classes/ Parent Tutoring Program/Reading Activities for Primary Education/Vocabulary Development/School-Home Communication/Basal Reading Reinforcement.

Many Chapter I first grade students, at the practicum site, were not meeting pupil progression standards in reading and had already been retained in kindergarten or first grade. As a result, they would be administratively placed in second grade while still below the beginning second grade reading level. This statement was confirmed by the scores on a reading assessment test. In order to enhance the mastery of these required reading skills, a tutorial program was designed to train parents in methods which helped the children to improve their basic reading skills. The results of this practicum showed that the students who were assisted by their parents improved their reading skills sufficiently to meet pupil progression standards.

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Table of Contents


| | Page |
|---|---|
| Title Page | i |
| Authorship Statement | ii |
| Abstract | iii |
| Observer's Verification | iv |
| Chapters | |
| I. Purpose | 1 |
| II. Research and Solution Strategy | 11 |
| III. Method | 20 |
| IV. Results | 25 |
| V. Recommendations | 30 |
| Reference List | 32 |
| Appendices | 34 |
| Appendix A: Chapter I Eligibility List | 36 |
| Appendix B: Assessment Test Scores | 38 |
| Appendix C: Family Background Survey | 41 |
| Appendix D: Student Survey Results | 44 |
| Appendix E: Family Change Information | 46 |
| Appendix F: Assessment Test Skills | 51 |
| Appendix G: Student Survey | 57 |

Appendix H: Parent Interest Survey Results... 60

Appendix I: Parent Contract..... 62

Appendix J: Parent Letter..... 64

Appendix K: Gameboard..... 66

Appendix L: Activity Calendars..... 68

Appendix M: Daily Report Forms..... 72

Appendix N: Pre and Post Assessment Test Comparison..... 74

Appendix O: Pre and Post Student Survey Comparison..... 76

Appendix P: Pre and Post Parent Attitude Survey Comparison..... 78

# CHAPTER I

## Purpose

### Background

The practicum setting is an elementary school in South Florida which serves a population of 795 students in grades K-5. Due to an increase in student population, the facilities now include seven portable classrooms. The community served is a predominantly low to middle class residential area that includes single-family homes, condominiums and apartment complexes. Students are bused in from surrounding communities to attend the full-time ESOL program not available in their area.

The design for teaching is single-teacher classrooms and a team approach in the self-contained Chapter I classes. A wide variety of instructional techniques are employed in all of the classrooms, both regular and Chapter I.

The basic educational curriculum is supported by the following programs: Gifted, S.O.I. (Structure of Intellect program for potentially gifted minorities),

Specific Learning Disabilities, art, music, guidance, media, physical education, occupational therapy, speech therapy and full and part-time ESOL Programs (English for Speakers of Other Languages).

The faculty of the school is comprised of 45 teachers. Each grade level is supported by a Grade Level Chairperson who meets regularly with the Administration. Weekly grade level meetings are conducted for dissemination of information and continuing cooperation and communication. Most school business is conducted through grade level meetings and occasional primary or intermediate level meetings. The total faculty meets at least once each month. Additional communication is provided through daily announcements on the PA System and memos from administration.

The administration consists of one principal and one assistant principal. One Speech Therapist, an Occupational Therapist (part-time) a nurse (part-time), one Primary Resource Teacher, and a school psychologist one day per week comprise the support staff.

The non-instructional positions employ aides,

clerical, secretarial and custodial personnel.

The ethnic breakdown of the student population is as follows:

| Race | Male | Female | Total |
|---|---|---|---|
| 1) American Indian | 0 | 0 | 0 |
| 2) Black | 181 | 232 | 413 |
| 3) Asian | 6 | 6 | 12 |
| 4) Hispanic | 100 | 85 | 185 |
| 5) White | 104 | 81 | 185 |
| Totals | 391 | 404 | 795 |

The ethnic distribution of the self contained Chapter I first grade class in which this practicum took place is 0 White, 4 Hispanic and 23 Black. Twenty of the 23 black students are Haitian and speak English as a second language. Approximately seven students were exited from the ESOL program while two were still attending part-time. The remaining Haitian students were tested and found to have sufficient mastery of the English language to function in a regular classroom.

Thirteen students in this class were repeating first grade because of their inability to meet Pupil Progression Standards (mastery of levels four through ten in reading). The rationale for retention of the majority of these students was below grade level reading scores. Of these 13 students, only seven were meeting Pupil Progression Standards at the time of implementation. An additional seven students had been retained in kindergarten which meant that these students could not be retained again. County policy recommends only one retention in primary and one in intermediate grades, so both groups of retainees must be administratively placed in second grade at the end of this year. Four students meet with the Speech Therapist three times weekly and one student is enrolled in the SLD Program.

One student is hearing impaired and wears a hearing aid. This student meets with an Occupational Therapist for one-half hour daily.

Problem Statement

First Grade Chapter I students who are deficient in the reading skills required to meet county-wide pupil progression standards have already been retained at primary level and must be promoted to second grade.

In order to qualify for the Chapter I program, students must score at or below the 30th percentile in total reading and total math on the CESAT test administered the previous spring. This indicates that upon entering the Chapter I program students are already deficient in reading and math (Appendix A: 36).

There are two probable causes for this reading deficiency: delayed and/or improper language development and lack of parental involvement. Administration of an Assessment Test produced further and more specific evidence of reading skills deficiencies (Appendix B:38).

Twenty-three of the 27 students in this class speak English as a second language, and are experiencing difficulty in everyday conversation with vocabulary, pronunciation, syntax and sentence structure.

An additional survey of family background produced these results (Appendix C:41)

Sixty-six percent of the students in the targeted group lived with both parents. The remaining students lived only with their mothers. Twenty-five percent of the targeted students were only children. Fifty-eight percent of the targeted students came from families where both parents work outside of the home but because many live in an extended family situation only two students were left alone after school. One third of the students were enrolled in an after-school program. Only two parents had education beyond high school. One third of the parents only completed elementary school.

The breakdown of languages spoken at home is as follows:

English 4

Creole 3

French 2

Spanish 1

English/Spanish 2

The Chapter I Program is designed to develop the

student's language and correct the aforementioned problems by devoting time each day to oral language, language experience and application and enrichment. For example, following a trip to the zoo, oral language activities might be devoted to describing all the things the students saw at the zoo. During language experience activities, the students might dictate a story recounting their trip to the zoo and read the story back. Application and enrichment activities may be devoted to making clay replicas of the animals they saw and labeling them. Even though these types of experiences were done on a regular basis, the targeted population still were not able to meet with success in their basal reading program.

The other probable cause for this reading deficiency is lack of parental involvement. This was evidenced by the results of a survey given to the 27 first grade Chapter I students in the class that is the setting for this practicum (Appendix D:44).

There are many reasons for lack of parental involvement in their childrens' education. Among them are changes in family structure, economic factors, literacy level of the home, another language spoken at

home and a lack of communication between home and school.

The traditional family structure is becoming a rarity. More and more students come from single-parent homes, foster homes, or are living with relatives other than their parents (Epstein, 1988 & Fortenberry, 1988) (Appendix E:46). No one may be available or feel it is his obligation to be involved in the student's education. Economic factors have affected family life by often making it necessary to have both parents work and/or live in an extended family situation with the same results-either there is no time for or interest in the student's education.

According to Harris and Smith (1987), the literacy level of the home is a major factor affecting parental involvement as is speaking a language other than English at home. Both situations may render parents unable to assist students or may be such a source of embarrassment to them that they avoid communication with the school. Lack of communication between home and school is not limited to the above situations. Sometimes, parents feel education is solely the responsibility of the school or teachers

consider parental interest as harassment and questioning their professional ability (Van Devender, 1988). The purpose of this practicum was two-fold; first, to help students with a language barrier to improve reading vocabulary and second, to give parents some ideas as to how to help their children learn.

Outcome Objectives

The problem for this practicum was that first grade Chapter I students who had already been retained were deficient in reading skills required to meet Pupil Progression Standards. The three outcome objectives were as follows:

1. Over a ten week period, 80 percent of the students whose parents participate in the management program will show an increase equivalent to at least two reading test levels as measured by an Assessment Test (Appendix F:51).

2. Over a ten week period, the students whose parents participate in this management program will show a 30 percent increase in their interest in reading for pleasure as evidenced by comparison of pre and post student survey results (Appendix G:57).

3. Over a ten week period, parents who participate in this management program will show a 15 percent increase in involvement in their children's education as evidenced by comparison of the pre and post parent survey results (Appendix H:60).

## CHAPTER II

## Research and Solution Strategy

A number of students who have been retained in first grade and placed in Chapter I programs do not always meet with success in their reading skills during their second year in first grade. There are many possible reasons why these students are failing the pupil progression requirements. One of these reasons may be lack of parental involvement. This practicum addressed this issue, and a number of researchers are confirming the observation that lack of parental involvement is a contributing factor in determing if children succeed or fail in school.

Fagan (1987) in studying the characteristics of early readers found that they came from homes that encouraged literacy. The children were read to from an early age, read by themselves and with others. Also, parents encouraged conversations about daily activities and discussions about stories being read.

Another researcher found many similar factors that affect a child's interest in reading (Morrow, 1985). For example, parents who took their children to

the library and provided an environment which encouraged reading had children with higher literacy.

A program in England that involved parents in their children's education is called "paired reading". The program consists of a reinforcement activity that is done at home. The child chooses what he/she wants to read and the parent reads aloud with the child. The child attempts to read all the words but the parent corrects any errors. When the child feels ready to read along he/she signals the parent who stops immediately. If the child makes a mistake, the parent corrects it and they go back to reading together until the child signals again (Pumfrey, 1986). It was found that this reinforcement technique was particularly effective with students who were behind in their reading development.

Mehran and White (1988) studied the effects of a parent tutoring program set up for kindergarten students identified in the spring for participation in a first grade Chapter I program the following fall. Control and experimental groups were set-up and reading materials were adapted (Harrison, 1981). although the size of the study was very limited, it

was the first study that examined effects separately for regular participants and infrequent nonparticipants. Their study concluded that children of parents who tutored their children in a consistent manner showed long-lasting improvement in reading ability.

A study done in Canada by Cattermole and Robinson (1985) revealed that parents want to find out what goes on at school from their children. Their second choice for information was report cards and the third choice for information was school newsletters. The top three choices for parents to communicate with the school were by phone or in person, parent/teacher conferences and working as a volunteer in the school. Parents' first choice for the amount of involvement they desire with the school was that they would like to be kept informed. They concluded that expensive public relations programs are not necessary; schools need only maintain open lines of communication with parents in a personal, direct manner.

In contrast, Dorothy Rich (1988) suggests launching a local media campaign to publicize home learning activities. It was suggested that

advertising take place on radio, TV, buses, grocery bags, billboards, as well as having materials available in doctors' offices and supermarkets. Rich also suggests involving senior citizens and the entire community to promote interest in family participation in education.

Walberg (1984) states that home/school relationships as well as home climates that promote them have declined in the past few decades but that new school/home partnership programs can vastly improve the situation. Some of the factors that caused the decline were dropping achievement tests scores, drop in birth rates, soaring divorce rates, and the increasing number of working mothers. It was also found that work done at home had a positive effect on student achievement. When combined with parent/child discussions of daily happenings, increased leisure reading, controlled TV viewing, increased affection between parent and child and interest in academic progress, then students' achievement increased.

In the Walberg (1984) study, it was found that in one school, there were contracts written by parents/

staff committees in which parents agreed to such things as encouraging their child's progress, providing a suitable work area, and cooperating with teachers. Students signed contracts in which they agreed to improve their performance. This program led to the development of other roles for parents such as home-tutor, co-learner, school program supporter, committee member or aide in the school. It was concluded that parents can be a valuable asset in education and should become active partners with the schools.

Lareau and Benson (1984) state that parent/school partnerships are more likely to flourish in middle class schools than in lower socio-economic class schools. This discrepancy could lead to serious cultural deficiencies in the children of the lower socio-economic class parents. The authors of this article suggest that in order to establish successful home/school partnerships in low income neighborhoods, teachers have to generate interest and participation in the partnership programs if they are to succeed.

Van Devender (1988) suggests a three-part plan for involving parents in their children's education. Step one is motivation, whereby parents are encouraged

to instill in their children a positive outlook toward school, teachers, and other children. It is suggested that parents talk and listen to their children in order to help build their vocabulary, thinking skills, and self-esteem. Step two is participation, in which it is suggested that parents set a good example for students by visiting school regularly and attending all school functions, as well as participating in activities such as sharing slides of a vacation to enhance a social studies unit. Step three is communication, which should be consistent and positive.

Rasinski and Fredericks (1988) offer a set of principles upon which successful parent/child literacy plans are based. Parents should spend daily time with their children even if it is as little as 20 minutes for a bedtime story. Reading activities in which parents and children participate should be meaningful and interesting to the child. Real literacy activities should be chosen rather than abstract ones. Activities should be interesting to the child, as well as the parents. Parents should be tolerant and patient and offer support and encouragement to the child. Elaborate planning is not necessary. Informality and

spontaneity are important. Parents and children should remember that they share the responsibility for learning to read and write.

This practicum incorporated a number of suggestions described in the review of the literature, along with other activities designed to get parents involved in helping their children to improve basal reading skills and to enjoy leisure reading. Also, the detailed plan used in the paired reading strategy was used to meet the specific needs of the targeted group of students.

The activities planned for the targeted group included some original games, puzzles, flash cards and story packets as well as use of some commercial phonics materials selected to meet the particular needs of the group. The time required for the activities was approximately one-half hour daily.

Remediation of the deficient skills occurred during the regular instructional day. The schedule of activities for parents and students coincided with the skills being remediated in school. Comprehension activities were ongoing throughout the course of the practicum implementation period.

Materials necessary for implementation of this parental reinforcement system were provided to the parents for use by the students. Parent training and instruction in use of the materials was scheduled during the first week. In addition, parents signed a contract stating that materials and training for their use was provided by the writer. The parents fulfilled the obligations to the contract by: (Appendix I:62).

1. working with the students each weekday evening;

2. providing a quiet area for the activities;

3. devoting the allotted time to the students with as few interruptions as possible;

4. providing support and encouragement to the student;

5. keeping the situation as relaxed and pressure free as possible; and

6. sending a daily report slip to the writer stating the allotted time was spent on the scheduled activities the previous evening.

Parents were provided with "smile" stickers to put on their activity calendar at home for each day an activity was completed. An incentive chart was posted

and maintained at school. Stars were given for each daily report slip returned by students. Slips were filled out and signed by the parent assisting the student with the activity.

Students were excited about and encouraged by the incentive chart maintained at school. As a result parents maintained their enthusiasm throughout the duration of the implementation process.

## CHAPTER III

## Method

Implementation of this management system for parental reinforcement of first grade reading skills for a group of Chapter I students began with a letter sent to parents explaining the program and requesting their participation (Appendix J:64).

The first week of the ten-week period was devoted to training parents in use of the materials and the paired-reading concept. Materials for use in this program included the following:

1. Crayons, pencils and paste for completion of skill packs and story packets.

2. Game board designed for reinforcement of phonics skills. Adaption for varied skills was accomplished by use of a different set of cards for the specific skills remediated each week. The first set was initial consonant sounds (Appendix K:66).

3. Vocabulary flashcards for the level in which the student was working.

4. Monthly Activity Calendar showing daily activity (Appendix L:68).

5. "Smile" stickers to put on calendar as activity was completed.

6. Daily report was filled out and signed by parent as activity was completed. These slips were sent to school with the student the following day (Appendix M:72).

7. The writer's telephone numbers at school and home in case an unforseen problem arose.

Puzzles, story packets, skill packets and new game cards were sent home with the student on Monday of the week in which they were used. Skill packets and game cards were coordinated with phonics skills being remediated that week. Puzzle and story packets were based upon vocabulary used in the basal reading level in which the student was working.

During the second week, the pattern of activities for the remaining weeks was established. On Monday, materials for the week's activities were sent home with students. Monday evening, parent and student read an original story composed of the vocabulary from the basal reader level in which the student was working. After reading the story with their parent, the student completed the activity packet which included cloze

procedure, scanning for key vocabulary words, sequencing, recall of details and yes/no statements.

Tuesday and Thursday evenings students did a paired reading activity. In this procedure, parent and student sat beside each other and read the assigned story from the basal reader together. The student signaled the parent when he/she felt able to read alone. If the child had difficulty with a word, the parent joined the student reading until the student signaled again. Following paired reading, the parent used vocabulary flashcards with the student which took the student's vocabulary recognition from context to isolation.

Wednesday evening was devoted to a phonics game and vocabulary puzzle (crossword or word search). The phonics game reinforced school instruction. Vocabulary used in the puzzle came from the basal reader. Friday evening, parent and student completed a phonics skill pack coordinated with the week's remedial activities in school. Included was a coloring activity, worksheet and a cut and paste activity. This pack was returned to school Monday morning for assessment along with the completed daily

report sheet.

In the third week, short vowel deficiencies were remediated during school hours. Short vowel cards and a coordinating skill pack were sent home on Monday along with the subsequent puzzle and story packet.

Fourth week remediation concentrated on long vowels. Long vowel cards for the gameboard and a long vowel skill pack were sent home on Monday as well as the subsequent puzzle and story packet.

Week five instructional time was devoted to initial consonant clusters (br, cr, dr, fr, gr and tr). New cards concerning clusters as well as a skill pack were sent home with the student on Monday. The next sequential story packets and puzzles were included.

During the sixth week, instructional time was devoted to the following consonant clusters: bl, cl, fl, pl and sl. Coordinating materials were sent home along with puzzles and story packets.

During week seven, the following consonant clusters, were remediated - tr, sn, st. Appropriate puzzles, story packets and phonics game cards were sent home on Monday.

Week eight instructional time concentrated on

digraphs wh, th and thr. Story packets, puzzles and phonics cards were sent home as usual on Monday.

During the ninth week, students received remedial instruction in ch and sh. Students received their puzzles, phonics cards and story packets on Monday.

Instructional time during week ten was used to review nouns, verbs and adjectives. The phonics game was replaced with a sorting activity more suitable for parts of speech. A grammar skill packet was sent to the parents in place of a phonics skill pack. The story packet and puzzles were the same format as previously distributed.

Parents were contacted weekly to get feedback to determine if there were any problems or difficulties and necessary adjustments were made. Parents were praised and encouraged to continue participation in the program.

The post-assessment tests were administered to students during the week after implementation ended along with the post-survey. The parents' post-survey was administered during the same time period.

## CHAPTER IV

## Results

Evaluation of this management system for parental reinforcement of first grade reading skills was two-fold.

Comparison of pre and post assessment test scores indicated the amount of progress students had made in alleviating their reading skills deficiencies. (Appendix N:74)

Comparison of pre and post student surveys indicated an improvement in attitude toward reading. (Appendix O:76) Scores of pre and post attitude surveys administered to parents showed an increase in parental interest in education. (Appendix P:78)

### Objective One

The reading assessment test used as a pretest was also used as a posttest. Scores were compared to determine the amount of improvement. In the targeted group 92.3 percent showed an increase of at least two reading levels which exceeded the anticipated goal of 80 percent improving by at least two reading levels.

(Appendix N:74)

Objective Two

A student survey administered at the beginning of this practicum was also administered at its conclusion. Comparison of the results of the surveys showed an increase of 25.2 percent in the targeted group's interest in reading which did not meet the original goal of 30 percent. (Appendix O:76)

Objective Three

A survey was administered at both the beginning and end of this practicum to determine parents' change in attitude and involvement. A 15 percent increase was expected. The actual change was 9.2 percent. (Appendix P:78)

Discussion

The purpose of this practicum was to determine the effectiveness of parental reinforcement at home of the reading skills taught at school.

The results show increases in reading level that far exceeded the original expectations. In fact, 75 percent of the targeted group improved by more than three reading levels.

The anticipated 30 percent increase in student interest in reading was not met. This could be due in part to the question on the survey which asks if the student would rather read a book than watch TV, as well as the fact that student interest in reading was fairly high initially.

It is felt that the anticipated percentage of improvement in parental attitude and involvement was not met because the initial responses were not an accurate representation of conditions but rather what parents knew they should be doing for the students.

Home visits for parent training and follow-up were met with great enthusiasm by both parents and students. Parents commented on numerous occasions that "they couldn't believe that their child's teacher came to their home." Students boasted to other students that the teacher came to their house. This resulted in requests from students outside the targeted group for home visits.

Although many parents spoke little English, they posessed a great respect for education and a genuine desire to assist their children.

Parents were to work with their children for one-

half hour each evening Monday through Friday. The majority worked with their children on an irregular basis. Only a few parents did so consistently. This could be due in part to the fact that in 58.3 percent of the families, both parents work. However, even though parents worked with the children sporadically, they began to take a greater interest in their child's activities in school. They talked to their children about school and checked to make sure they did their homework. The parents' interest and enthusiasm had the greatest effect on the students.

Although no serious behavior problems existed in the classroom prior to implementation of this project, an additional benefit was a marked improvement in classroom behavior.

As a result of actively involving parents in their children's educaiton, the parents gained confidence in their ability to help their children learn as well as a greater realization of how important their interest is to their children. The benefits to the students included improved reading level, greater self-confidence, better communication

with parents, increased interest and enthusiasm about school, better attitude and improved classroom behavior.

## CHAPTER V

## Recommendations

More emphasis needs to be placed on involving parents in their children's education. By doing so as children begin going to school, a pattern of student/parent reinforcement will emerge that produces better students, and parents who encourage them. This process begins with close communication between home and school. Parents must be made to feel that their involvement is welcome rather than an annoyance. As home/school communication improves so does student/parent communication, because students see their parents are interested and aware of what is going on at school. Students are encouraged by the interest their parents show and begin to produce better quality work to show them. The students also realize that parents are a valuable resource not only as someone to assist them but to help them to learn. Students enjoy the closeness of working with their parents not only on homework but other activities at school such as PTA, Boy Scounts, Girl Scouts, fundraisers, etc.

In addition, students are not the only group to benefit from parents involvement in their education. Parents develop a sense of pride in knowing that they are helping to educate their children. Teachers benefit as well because part of the time spent on reinforcement is now free for introducing new concepts and enrichment activities. The schools themselves benefit by developing better communication with the community and a wider group of supporters.

Parent involvement in education results in higher achieving students with more self-confidence--a common goal for all.

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# APPENDICES

# APPENDIX A

## Chapter I Eligibility List

| STUDENT NUMBER | SAT READING | SAT MATH | RETAINED GRADE |
|---|---|---|---|
| 1 | 08 | 12 | -- |
| 2 | 25 | 07 | -- |
| 3 | 08 | 01 | 1 |
| 4 | 01 | 06 | -- |
| 5 | 11 | 05 | 1 |
| 6 | 24 | 30 | 1 |
| 7 | 18 | 25 | 1 |
| 8 | 17 | 27 | 1 |
| 9 | 28 | 01 | -- |
| 10 | 04 | 14 | -- |
| 11 | 23 | 26 | 1 |
| 12 | 21 | 27 | 1 |
| 13 | 15 | 09 | K |
| 14 | 28 | 11 | 1 |
| 15 | 01 | 07 | -- |
| 16 | 21 | 21 | K |
| 17 | 19 | 08 | 1 |
| 18 | 02 | 03 | K |
| 19 | 02 | 01 | K |
| 20 | 14 | 29 | K |
| 21 | 21 | 25 | K |
| 22 | 10 | 07 | 1 |
| 23 | 10 | 05 | 1 |
| 24 | 03 | 05 | -- |
| 25 | 06 | 02 | 1 |
| 26 | 10 | 16 | 1 |
| 27 | 02 | 01 | K |

# APPENDIX B

## Assessment Test Scores

# EVALUATION CHART

____ Assessment Test Form A
____ Assessment Test Form B

Preprimer 3
Level 6

STUDENT NAME _____ DATE _____

TEACHER NAME _____ GRADE _____

Objective Scoring

| Student Number | A | | | | | | B | | |
|---|---|---|---|---|---|---|---|---|---|
| | Initial Consonants and Sequences | | | | | | Final Consonants | | |
| | /j/g | /k/k | /s/c | /w/w | /z/z | /kw/qu | /b/b | /l/l | /p/p |
| 1 | − | + | + | + | + | + | + | + | − |
| 2 | + | + | + | + | + | − | − | − | + |
| 3 | + | + | + | + | + | − | + | + | + |
| 4 | + | + | + | + | + | − | + | + | + |
| | 3/4 | 4/4 | 4/4 | 4/4 | 4/4 | 1/4 | 3/4 | 3/4 | 3/4 |

| Student Number | C | | D | E |
|---|---|---|---|---|
| | Short Vowels | | Vocabulary | Select Titles for Pictures |
| | /e/e | /o/u | | |
| 1 | − | − | + | + |
| 2 | − | − | + | − |
| 3 | + | − | + | + |
| 4 | − | − | − | − |
| | 1/4 | 0/4 | 3/4 | 2/4 |

Skill Area Scoring

| SKILL AREA | SUBTEST(S) | SCORE | SKILL AREA | SUBTEST(S) | SCORE |
|---|---|---|---|---|---|
| DECODING PHONICS | A,B,C | 35/46 | COMPREHENSION LITERARY | D | 6/8 |
| | | | STUDY SKILLS | E | 5/6 |

# EVALUATION CHART

____ Assessment Test Form A
____ Assessment Test Form B

Prime Level

STUDENT NAME _____ DATE _____

TEACHER NAME _____ GRADE _____

Objective Scoring

| Student Number | A | | B | | | | | | | | C | | D |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Initial Consonant Clusters | | Final Consonants | | | | | | | | Short Vowels | | Plural Nouns |
| | /fl/fl | /pr/pr | /f/f, ff | /k/k | /l/l | /m/m | /t/t | /s/s | /ks/x | /z/zz | /i/i | /o/o | |
| 5 | + | + | + | + | + | + | + | + | − | + | + | + | + |
| 6 | + | + | + | + | + | + | + | + | + | + | − | + | + |
| 7 | − | + | − | − | − | + | + | − | + | − | − | − | + |
| 8 | + | − | − | + | + | + | + | + | + | + | + | − | − |
| 9 | + | − | − | − | + | − | − | − | − | + | + | + | + |
| 10 | − | − | + | + | + | + | + | + | + | − | − | + | + |
| 11 | − | − | + | − | + | + | − | − | − | − | − | + | + |
| 12 | + | + | + | + | + | + | + | + | + | + | − | + | + |
| 13 | − | − | − | − | − | − | − | + | − | − | − | − | − |
| | 5/9 | 4/9 | 5/9 | 5/9 | 6/9 | 7/9 | 6/9 | 6/9 | 5/9 | 5/9 | 3/9 | 6/9 | 7/9 |

| Student Number | E | F | G |
|---|---|---|---|
| | Vocabulary | Recall Details | Declarative Sentences |
| 5 | + | + | − |
| 6 | + | − | + |
| 7 | + | + | − |
| 8 | + | − | − |
| 9 | + | + | + |
| 10 | + | − | − |
| 11 | − | − | + |
| 12 | + | + | + |
| 13 | + | − | − |
| | 8/9 | 4/9 | 4/9 |

Skill Area Scoring

| SKILL AREA | SUBTEST(S) | SCORE | SKILL AREA | SUBTEST(S) | SCORE |
|---|---|---|---|---|---|
| DECODING PHONICS | A B C D | 42/56 | COMPREHENSION LITERARY | E F | 10/ |
| LANGUAGE SKILLS | G | 4/5 | | | |

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# APPENDIX C

## Family Background Survey

Name: _____

Student's Name: _____

6 Mother 6 Father _____ Other

Student lives with:

4 Mother _____ Father

8 Both _____ Other

Brothers and/or sisters (how many?)

4 Older Brothers 3 Older Sisters

5 Younger Brothers 3 Younger Sisters

3 No Siblings

Job Status:

1 Father Works

3 Mother Works

7 Both Parents Work

1 Other

Number of People Living in House:

3 - 3 - 4 - 6 - 5 - 12 - 5 - 5 - 7 - 6 - 5

Is an adult home when student comes home from school?

11 Yes _____ Sometimes 2 No

Who?

_____ Father 6 Mother 1 Both 3 Other

Is child enrolled in after-school program?

4 Yes 8 No

Language Spoken at Home:

| | |
|---|---|
| 3 Creole | 1 Spanish |
| 4 English | 2 French |
| 2 English/Spanish | |

Education:

| Father | Mother | Other |
|---|---|---|
| 1 Elementary | 3 Elementary | _____ Elementary |
| 6 High School | 6 High School | _____ High School |
| 1 didn't finish | 1 didn't finish | ____ didn't finish |
| 1 College | 1 College | _____ College |

# APPENDIX D

## Student Survey Results

| | | | |
|---|---|---|---|
| 1. I like to read. | 21 | 4 | 2 |
| 2. I read at home after school. | 15 | 8 | 4 |
| 3. I would rather read a book than watch TV. | 11 | 11 | 5 |
| 4. I have books at home to read. | 12 | 6 | 9 |
| 5. I like to have stories read to me. | 22 | 4 | 1 |

Name: _____

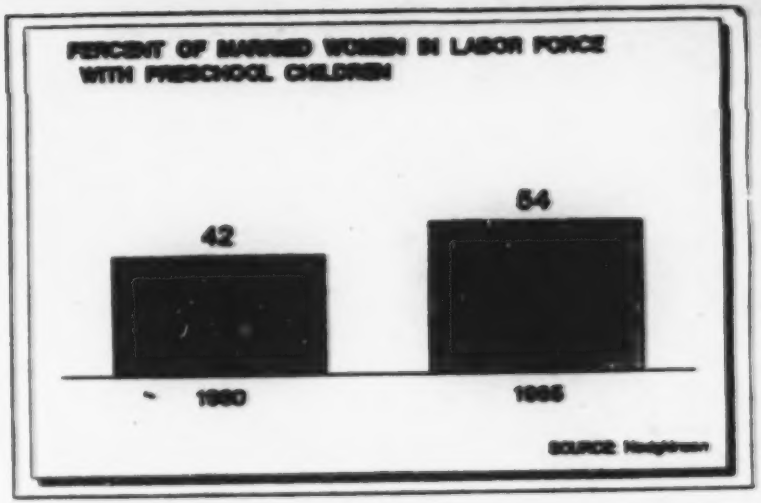
# APPENDIX E

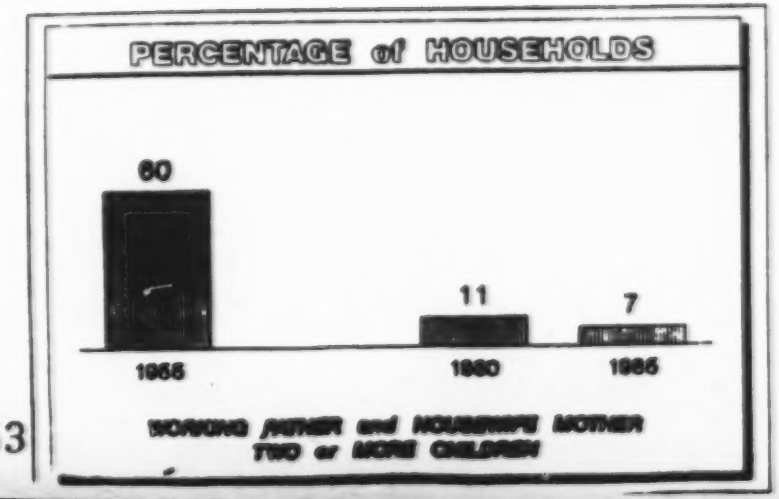
## Family Change Information

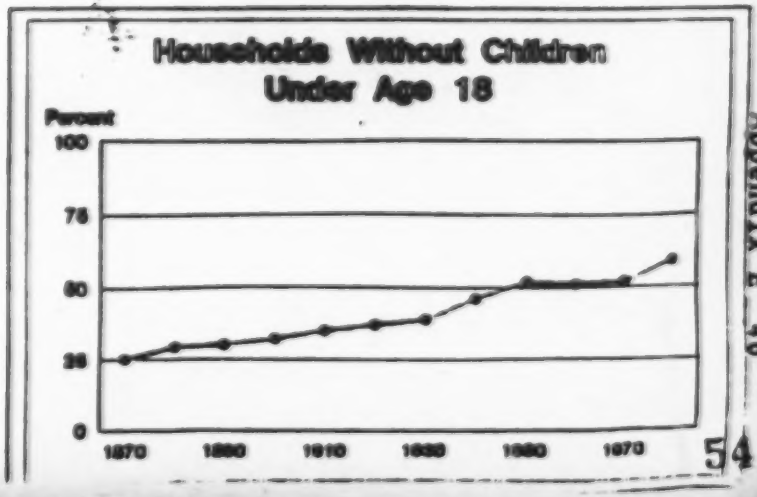
## CHILDREN IN POVERTY

- Children make up 40 percent of America's poor.
- Of the 3.6 million children who began school last year, 28 percent live in poverty.
- Nearly 14 percent of all children are poor, but 43 percent of black children live in poverty.
- More than half of all children who live with single mothers also live in poverty.

*American School Board Journal, February, 1988*

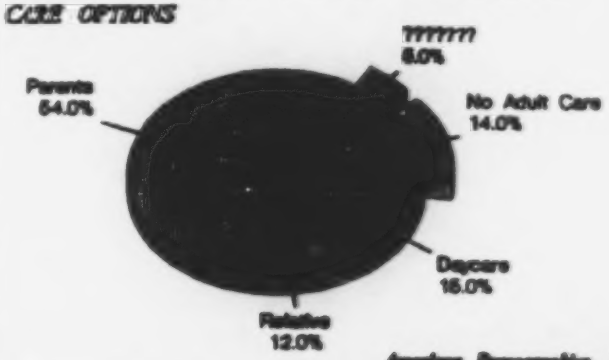


## Before and After School

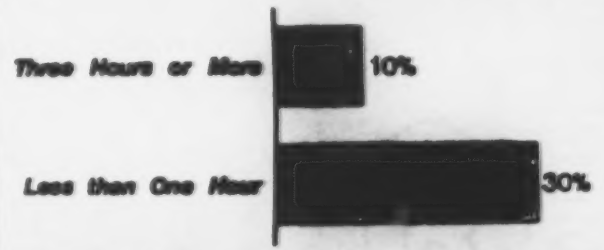
*CARE OPTIONS*




*American Demographics, 1987*

## Self Care for School Age Children

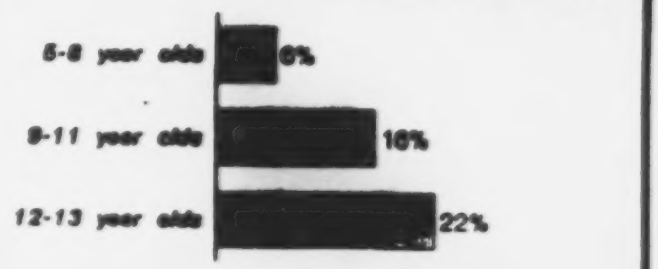
*Bureau of Census 25-1-87*




OVER ELEVEN PERCENT OF CHILDREN 5-13 YEARS OF AGE SPEND SOME TIME AFTER SCHOOL WITHOUT ADULT SUPERVISION (5.1 million out of 10 million)

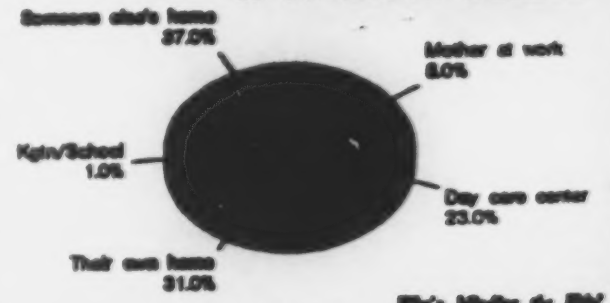
## Children Without Supervision After School

*Bureau of Census 25-1-87*




ABOUT TWO-THIRDS OF THESE CHILDREN HAD MOTHERS WHO WORK FULL TIME

## Primary Child Care Arrangements of Preschool Children




*Who's Minding the Kids?*
*Statistical Brief 25-1-87, Bureau of the Census*

"The general shape of the demand for a new institution is clear: It is a demand not for further classroom indoctrination, nor for any particular content, but a demand for child care: *all day; from birth to school age; after school, every day, till parents return home from work; and all summer.*"

JAMES COLEMAN
*Educational Researcher (AERA)*
*August-September, 1987*

# APPENDIX F

## Assessment Test Skills

# EVALUATION CHART

____ Assessment Test Form A
____ Assessment Test Form B

Preprimer 3
Level 6

STUDENT NAME _____ DATE _____

TEACHER NAME _____ GRADE _____

Objective Scoring

| A | | | | | | B | | |
|---|---|---|---|---|---|---|---|---|
| Initial Consonants and Sequences | | | | | | Final Consonants | | |
| /j/g | /k/k | /s/c | /w/w | /z/z | /kw/qu | /b/b | /l/l | /p/p |
| | | | | | | | | |

| C | | D | E |
|---|---|---|---|
| Short Vowels | | Vocabulary | Select Titles for Pictures |
| /e/e | /u/u | | |
| | | | |

Skill-Area Scoring

| SKILL AREA | SUBTEST(S) | SCORE | SKILL AREA | SUBTEST(S) | SCORE |
|---|---|---|---|---|---|
| DECODING PHONICS | A,B,C | 35 / 46 | COMPREHENSION LITERARY | D | 6 / 8 |
| | | | STUDY SKILLS | E | 3 / 5 |

# EVALUATION CHART

____ Assessment Test Form A

____ Assessment Test Form B

Primer

Level 7

STUDENT NAME _____ DATE _____

TEACHER NAME _____ GRADE _____

Objective Scoring

| A | B | | | | | | | | | C | | D |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Initial Consonant Clusters | | Final Consonants | | | | | | | | Short Vowels | | Plural Nouns |
| /fl/fl | /pr/pr | /f/f s | /k/k | /l/l | /m/m | /r/r | /s/s | /ks/x | /z/zz | /i/i | /o/o | |
| | | | | | | | | | | | | |

| E | F | G |
|---|---|---|
| Vocabulary | Recall Details | Declarative Sentences |
| | | |

Skill Area Scoring

| SKILL AREA | SUBTEST(S) | SCORE | SKILL AREA | SUBTEST(S) | SCORE |
|---|---|---|---|---|---|
| DECODING PHONICS | A,B,C,D | 42 / 50 | COMPREHENSION LITERARY | E,F | 10 / 13 |
| LANGUAGE SKILLS | G | 4 / 5 | | | |

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# EVALUATION CHART

____ Assessment Test Form A
____ Assessment Test Form B

Primer
Level 8

STUDENT NAME _____ DATE _____

TEACHER NAME _____ GRADE _____

## Objective Scoring

| A | | | | | | B | | | C | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Initial Consonant Clusters and Digraphs | | | | | | Final Consonants | | | Long Vowels | | |
| pl pl | sl sl | dr/d dr | fr/f fr | gr/g gr | sh/s sh | ff/f ff | ck/k ck | ss/s ss | ay/a a-e | ay/i i-e | ow o-e |
| 1 | 2 | 3 | 5 | 6 | 4 | 1 | 2 | 3 | 5 | 1 | 2 |
| 10 | 7 | 11 | 8 | 12 | 9 | 5 | 4 | 7 | 6 | 3 | 4 |
| 15 | 14 | 16 | 17 | 18 | 13 | 6 | 8 | 9 | 9 | 7 | 8 |
| 24 | 20 | 22 | 21 | 23 | 19 | 10 | 11 | 12 | 12 | 11 | 10 |
| 3 4 | 3 4 | 3 4 | 3 4 | 3 4 | 3 4 | 3 4 | 3 4 | 3 4 | 3 4 | 3 4 | 3 |

| D | E | F | G | H |
|---|---|---|---|---|
| Vocabulary | Sequence of Events | Context Clues | Interrogative Sentences | Pictographs |
| 7 | 1 | 1 | 1 | 1 |
| 8 | 2 | 2 | 2 | 2 |
| 9 | 3 | 3 | 3 | 3 |
| 10 | 4 | 4 | 4 | 4 |
| 9 11 | 3 4 | 3 4 | 4 5 | 4 |

## Skill Area Scoring

| SKILL AREA | SUBTEST(S) | SCORE | SKILL AREA | SUBTEST(S) | SCORE |
|---|---|---|---|---|---|
| DECODING PHONICS | A B C | 36 48 | COMPREHENSION LITERARY | D E F | 15 |
| LANGUAGE SKILLS | G | 4 5 | STUDY SKILLS | H | 4 |

# EVALUATION CHART

_____ Assessment Test Form A

_____ Assessment Test Form B

1st Reader
Level 9

STUDENT NAME _____ DATE _____

TEACHER NAME _____ GRADE _____

## Objective Scoring

| A | | | | | B | | | C |
|---|---|---|---|---|---|---|---|---|
| Initial Consonant Clusters and Digraphs | | | | | Long Vowels | | | Compound Words |
| br /br/ | kr /kr/ cr | /tr/ tr | /st/ st | hw wh | cy ai | ee ee | yuw/ u-e | |
| 1 | 2 | 5 | 6 | 3 | 2 | 3 | 1 | 1 |
| 4 | 7 | 10 | 12 | 8 | 4 | 7 | 5 | 2 |
| 11 | 9 | 14 | 15 | 13 | 6 | 9 | 8 | 3 |
| 15 | 17 | 20 | 19 | 16 | 11 | 12 | 10 | 4 |
| 3 4 | 3 4 | 3 4 | 3 4 | 3 4 | 3 4 | 3 4 | 3 4 | 3 |

| D | | E | F |
|---|---|---|---|
| Main Idea | Cause of an Event (with Signal Words) | Classify Nouns | Map with Picture Symbols |
| 1 | 2 | | |
| 3 | 4 | | |
| 5 | 6 | | |
| 7 | 8 | | |
| 3 4 | 3 4 | 3 4 | 3 4 |

## Skill Area Scoring

| SKILL AREA | SUBTEST(S) | SCORE | SKILL AREA | SUBTEST(S) | SCORE |
|---|---|---|---|---|---|
| DECODING PHONICS | A,B,C | 27 36 | COMPREHENSION LITERARY | D | 6 |
| | | | STUDY SKILLS | | 6 |

# EVALUATION CHART

____ Assessment Test Form A
____ Assessment Test Form B

1st Reader
Level 10

STUDENT NAME _____ DATE _____

TEACHER NAME _____ GRADE _____

## Objective Scoring

| A | | | | | | B | | C |
|---|---|---|---|---|---|---|---|---|
| Initial Consonant Clusters and Digraphs | | | | | | Long Vowels | | Contractions |
| /bl bl/ | gl/gl | /sn sn/ | /br/ thr/ | č/ch | /θ th | iy ee | ow/oe | |
| 1 | 2 | 3 | 4 | 6 | 5 | [illegible] | 2 | 1 |
| 12 | 7 | 10 | 9 | 11 | 8 | 4 | 3 | 2 |
| 15 | 18 | 13 | 17 | 16 | 14 | 5 | 6 | 3 |
| 24 | 21 | 19 | 22 | 23 | 20 | 7 | 8 | 4 |
| 3 4 | 3 4 | 3 4 | 3 4 | 3 4 | 3 4 | 3 4 | 3 4 | 3 |

| D | E | | F | G |
|---|---|---|---|---|
| Paraphrasing Sentences | Draw Conclusions | Predict Outcomes | Selecting Titles | Alphabetize Words |
| 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 |
| 3 4 | 3 4 | 3 4 | 3 4 | 3 4 |

## Skill Area Scoring

| SKILL AREA | SUBTEST(S) | SCORE | SKILL AREA | SUBTEST(S) | SCORE |
|---|---|---|---|---|---|
| DECODING PHONICS | A, B, C | 21 36 | COMPREHENSION LITERAL | [illegible] | 9 12 |
| | | | [illegible] | [illegible] | 6 8 |

[illegible] Houghton Mifflin Company [illegible]
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APPENDIX G

Student Survey

| | | | |
|---|---|---|---|
| 1. I like to read. | | | |
| 2. I read at home after school. | | | |
| 3. I would rather read a book than watch TV. | | | |
| 4. I have books at home to read. | | | |
| 5. I like to have stories read to me. | | | |

Name: _____

| | | | |
|---|---|---|---|
| 1. An adult is home when I get home from school. | | | |
| 2. My mother helps me with my homework. | | | |
| 3. My father helps me with my homework. | | | |
| 4. I do my homework by myself. | | | |
| 5. I read with one of my parents at night. | | | |

Name: _____

# APPENDIX H

## Parent Interest Survey Results

PARENT INTEREST SURVEY

| | YES | SOMETIMES | NO |
|---|---|---|---|
| 1. I like to read. | 6 | 5 | 1 |
| 2. I would rather read than watch TV. | 2 | 7 | 3 |
| 3. I read stories to my child. | 9 | | 3 |
| 4. I listen to my child read. | 11 | | 1 |
| 5. I talk to my child about his/her day at school. | 11 | 1 | |
| 6. I help my child with his/her homework. | 9 | 3 | |
| 7. I talk to my child's teacher regularly. | 4 | 7 | 1 |
| 8. I go to meetings at my child's school. | 2 | 7 | 3 |
| 9. I buy books for my child or take him/her to the library to check out books. | 6 | 4 | 2 |
| 10. I provide a quiet place and time for my child to do his/her homework. | 11 | 1 | |

# APPENDIX I

Parent Contract

CONTRACT

I, _____ agree to act as tutor to my child _____.

By signing this contract, I agree to the following:

1. to work with my child each evening for one-half hour
2. to provide a quiet area for the activities
3. to devote the allotted time to my child with as few interruptions as possible
4. to provide support and encouragement to my child
5. to keep this time as relaxed and pressure-free as possible
6. to send a daily report form to school stating that the activity was completed as scheduled.

You and your child will be provided with all necessary materials and training.

_____ _____
Parent Date

_____ _____
Writer Date

APPENDIX J

Parent Letter

Dear Parent,

I am requesting your cooperation in a matter of great importance to you and your child.

Research studies show that students who receive help with homework from their parents are higher achievers in school. In addition, students whose parents take an active interest in their education have a better self-concept and a good attitude toward school.

I have designed a program of activities geared to improving the reading skills in which your child is weak. These skills must be mastered in order for your child to be adequately prepared for second grade.

The activities are to be completed daily (Monday through Friday) and will require only one-half hour of your time. The benefit to your child will be immense.

All materials necessary for these activities will be provided to you as well as training for their use.

Please fill out the bottom portion of this page and return to me as soon as possible.

Very truly yours,

Karen R. Kroeger

---

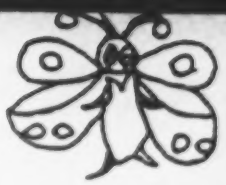
_____Yes, I will participate in this program.

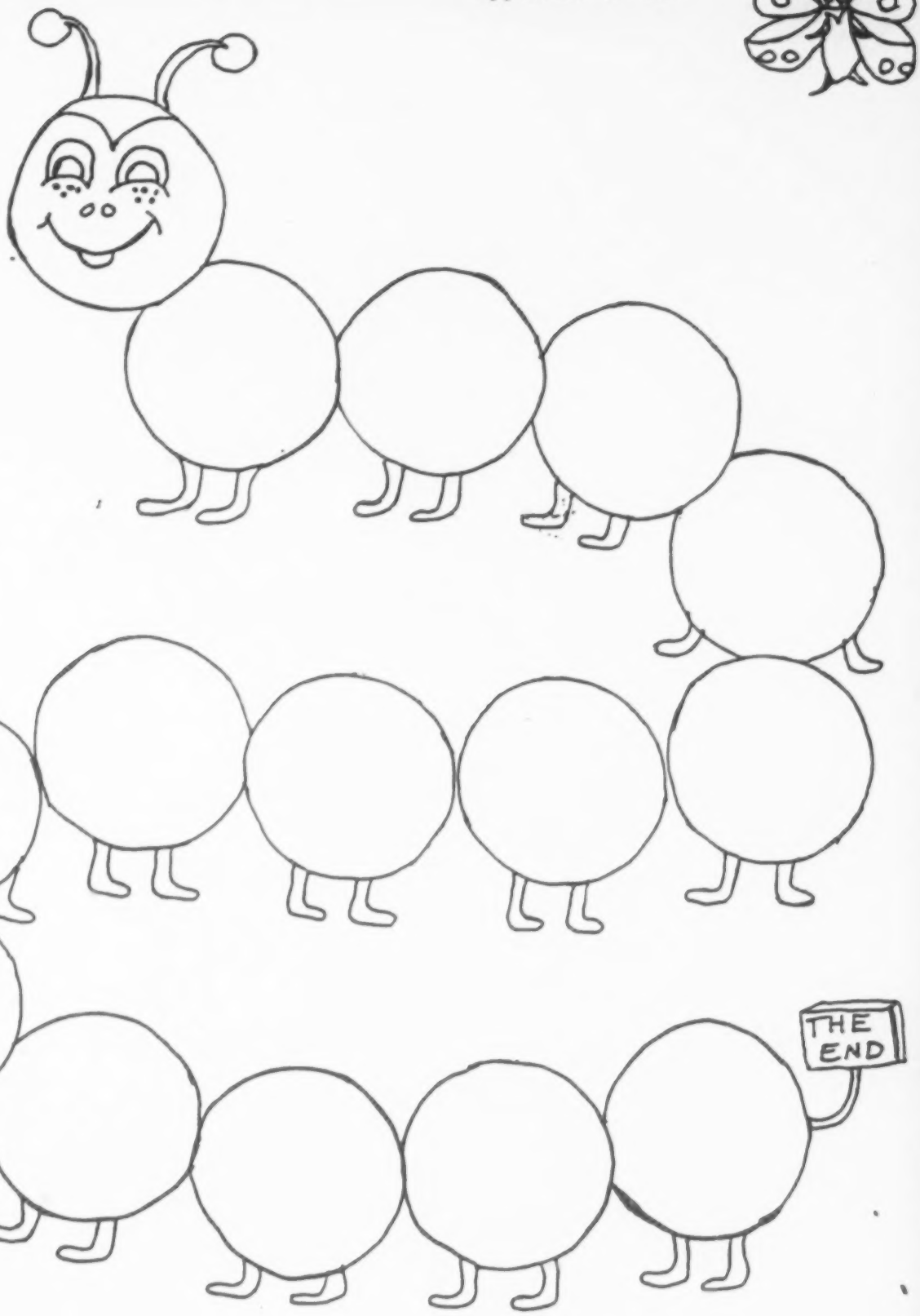
_____No, I am not interested.

Signature _____ Date _____

# APPENDIX K

Gameboard



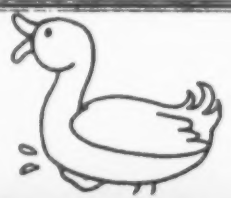

THE
END

# APPENDIX L

## Activity Calendars

# March

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | | | 1 PARENT TRAINING | 2 | 3 | 4 |
| 5 | 6 Story Packet | 7 Paired Reading & Flashcards | 8 Game & Puzzle | 9 Paired Reading & Flashcards | 10 Skill Pack | 11 |
| 12 | 13 Story Packet | 14 Paired Reading & Flashcards | 15 Game & Puzzle | 16 Paired Reading & Flashcards | 17 Skill Pack | 18 |
| 19 | 20 | 21 SPRING BREAK | 22 | 23 | 24 | 25 |
| 26 | 27 Story Packet | 28 Paired Reading & Flashcards | 29 Game & Puzzle | 30 Paired Reading & Flashcards | 31 Skill Pack | |



# April

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 Story Packet | 4 Paired Reading & Flashcards | 5 Game & Puzzle | 6 Paired Reading & Flashcards | 7 Teacher Work Day -No School- Skill Pack | 8 |
| 9 | 10 Story Packet | 11 Paired Reading & Flashcards | 12 Game & Puzzle | 13 Paired Reading & Flashcards | 14 Skill Pack | 15 |
| 16 | 17 Story Packet | 18 Paired Reading & Flashcards | 19 Game & Puzzle | 20 Paired Reading & Flashcards | 21 Skill Pack | 22 |
| 23 30 | 24 Story Packet | 25 Paired Reading & Flashcards | 26 Game & Puzzle | 27 Paired Reading & Flashcards | 28 Skill Pack | 29 |

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# May

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | 1 Story Packet | 2 Paired Reading & Flashcards | 3 Game & Puzzle | 4 Paired Reading & Flashcards | 5 Skill Pack | 6 |
| 7 | 8 Story Packet | 9 Paired Reading & Flashcards | 10 Game & Puzzle | 11 Paired Reading & Flashcards | 12 Skill Pack | 13 |
| 14 | 15 Story Packet | 16 Paired Reading & Flashcards | 17 Game & Puzzle | 18 Paired Reading & Flashcards | 19 Skill Pack | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 Holiday -No School- | 30 | 31 | | | |



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# APPENDIX M

## Daily Report Forms

We have completed today's scheduled activity.

Parent's Signature_____

We have completed today's scheduled activity.

Parent's Signature_____

We have completed today's scheduled activity.

Parent's Signature_____

We have completed today's scheduled activity.

Parent's Signature_____

# APPENDIX N

## Pre and Post Assessment Test Comparison

Appendix N 74

| Student Number | Pretest Level | Posttest Level | Reading Levels Gained |
|---|---|---|---|
| 1 | 6- | 10+ | 4+ |
| 2 | 6- | 6 | 0 |
| 3 | 6- | 10- | 4 |
| 4 | 6- | 8+ | 2+ |
| 5 | 7- | 11- | 4 |
| 6 | 7- | 11- | 4 |
| 7 | 7- | 10- | 3 |
| 8 | 7- | 9- | 2 |
| 9 | 7- | 10+ | 3+ |
| 10 | 7- | 11- | 4 |
| 11 | 7- | 9- | 2 |
| 12 | 7- | 10+ | 3+ |
| 13 Hearing Impaired | 7- | 10- | 3 |

92.3% of the students gained at least 2 reading levels.

75% of the students gained 3 or more reading levels.

- indicates that student passed a majority but not all of the subtests for the level shown.

+ indicates that student passed all of the subtests for level indicated but less than 50% in the next level.

# APPENDIX O

## Pre and Post Student Survey Comparison

• PRE AND POST STUDENT SURVEY COMPARISON
PERCENT OF CHANGE

| | | | |
|---|---|---|---|
| 1. I like to read. | 14.8 | (7.4) | (7.4) |
| 2. I read at home after school. | 29.6 | (14.8) | (14.8) |
| 3. I would rather read a book than watch TV. | 14.8 | (3.7) | (11.1) |
| 4. I have books at home to read. | 55.5 | (22.2) | (33.3) |
| 5. I like to have stories read to me. | 7.4 | (3.7) | (3.7) |

( ) Indicate negative percentages.

Name: _____

# APPENDIX P

## Pre and Post Parent Attitude Survey Comparison

PRE AND POST PARENT ATTITUDE SURVEY COMPARISON



PERCENT OF CHANGE

| | YES | SOMETIMES | NO |
|---|---|---|---|
| 1. I like to read. | 0 | 0 | 0 |
| 2. I would rather read than watch TV. | 0 | 0 | 0 |
| 3. I read stories to my child. | 0 | 16.7 | (16.7) |
| 4. I listen to my child read. | 0 | 0 | 0 |
| 5. I talk to my child about his/her day at school. | 0 | 0 | 0 |
| 6. I help my child with his/her homework. | 8.3 | (8.3) | 0 |
| 7. I talk to my child's teacher regularly. | 41.6 | (33.3) | (8.3) |
| 8. I go to meetings at my child's school. | 0 | 8.3 | (8.3) |
| 9. I buy books for my child or take him/her to the library to check out books. | 16.7 | (16.7) | 0 |
| 10. I provide a quiet place and time for my child to do his/her homework. | 0 | 0 | 0 |

( ) Indicates negative percentages.

END

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